



**POSTSECONDARY INFORMATION AND CERTIFICATION**

**Postsecondary Institution:** Choose an institution.

**Postsecondary Contact Name:**

**Contact Title:**

**Contact Phone Number:**

**Contact Email:**

**This assessment has seven (7) sections:**

**Section 1:** Student Performance

**Section 2:** Labor Market Alignment

**Section 3:** Program Implementation

**Section 4:** Progress Toward Implementing Programs of Study

**Section 5:** Recruitment, Retention and Training of CTE Educators

**Section 6:** Progress Towards Improving Equity and Access

**Section 7:** Using Findings to Drive Local Applications

**Send completed form to [LEO-MiCC@michigan.gov](mailto:LEO-MiCC@michigan.gov) with any supporting documentation by December 15, 2023.**

**CERTIFICATION**

I, as the appropriate college signatory, certify that the Comprehensive Local Needs Assessment information submitted to the Michigan Department of Labor and Economic Opportunity – Workforce Development (LEO-WD) is accurate and consistent with the requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the LEO-WD.

Signature:

Date:

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## SECTION 1: STUDENT PERFORMANCE

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**Law:** Perkins V Section 134(c)(2)(A)

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 1113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

**Guidance:** The law requires the institution to consider students' performance on federal accountability measures in the aggregate and disaggregated for the subpopulations defined in Perkins V. Data must be disaggregated by gender, race and ethnicity, and migrant status (per ESEA) and each of the special populations categories, which include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-work individuals; English learners; homeless individuals; youth who are in or who have aged out of the foster care system; and youth with a parent who is on active duty in the military.

**Stakeholders:** All stakeholders required by law, particularly administrators, postsecondary faculty, representatives of special populations, and data staff.

Based upon the Perkins V Core Performance Indicators (CPI), answer the following questions:

1. Where do the biggest gaps in performance (CPI) exist between students in occupational programs in each of the following categories: Gender, Race, Ethnicities, Special Populations?
2. Which CTE programs overall have the highest outcomes, and which have the lowest outcomes in the Core Performance Indicators?
3. Based upon the state expected level of performance, are there certain CTE programs where special populations are performing above the state expected level of performance? Are there certain CTE programs where special populations are performing below the state expected level of performance?
4. Based on responses to questions 1 - 3, what is the institution's assessment of the contributing factors of performance inequities in CTE programs?

Please provide information below relevant to Section 1: Student Performance.

**Data Sources Utilized (select all that apply):**

- Student level data at the institution  
 Other:

**Stakeholders Consulted (select all that apply):**

- Administrators  
 Postsecondary faculty  
 Representatives of special populations  
 Data staff  
 Other:

**Please identify the name, title, email, and phone number of each Stakeholder consulted:**

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## SECTION 2: LABOR MARKET ALIGNMENT

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**Law:** Perkins V Section 134(c)(2)(B)(ii)

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

**Guidance:** The law requires the institution to consider the alignment between programs offered and the labor market needs of the local area, state and/or region.

**Stakeholders:** All participants required by law, particularly secondary and postsecondary administrators, career guidance and advisement professionals, business and community partners, local workforce investment/economic development boards, representatives of special populations, and data staff.

Based on available labor market data, answer the following questions:

1. What industries are projected to grow the most in the institution's local area? What occupations are projected to grow the most in the institution's local area?
2. To what extent are the institution's CTE program offerings aligned with the highest demand industry sectors or occupations in the institution's region?
3. How do the institution's CTE program enrollments match projected job openings? Where are the biggest gaps?
4. What are the long-term projections for new and emerging occupations in the institution's area to which students should be exposed?
5. Provide a summary of the skill needs identified by industry partners as lacking in the institution's programs.

Please provide information below relevant to Section 2: Labor Market Alignment.

**Data Sources Utilized (select all that apply):**

- Employer Advisory Committee
- Institution Level Data
- Other:

**Stakeholders Consulted (select all that apply):**

- Secondary and postsecondary administrators
- Career guidance and advisement professionals
- Business and community partners
- Local workforce investment/economic development boards
- Representatives of special populations
- Data staff

Other:

**Please identify the name, title, email, and phone number of each Stakeholder consulted:**

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## SECTION 3: PROGRAM IMPLEMENTATION

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**Law:** Perkins V Section 134(c)(2)(B)(i)

(B) A description of how career and technical education programs offered by the eligible recipient are— (i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and

**Guidance:** The law requires the institution to assess whether it is offering a sufficient number of courses and programs to meet the needs of its student population; whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of program delivery serves to develop student knowledge and skills and prepare them for success.

**Stakeholders:** All participants required by law, particularly administrators, postsecondary faculty, career guidance and advisement professionals, representatives of special populations, students, and data staff.

Using the Available Data Sources, answer the following questions:

1. Which occupational programs is the institution offering with too low an enrollment to meet program capacity and workforce needs?
2. How does the institution ensure that each program offers a sufficient number of courses, and course sections to enable on time program completion (150%)?
3. What are the barriers (course availability, selective admits, limited lab space, limited work-based learning opportunities, etc.), which may prohibit students from enrolling in occupational programs?
4. To what extent are work-based learning opportunities available for occupational programs offered by the institution?
5. What are the contributing factors to the lack of work-based learning opportunities?
6. How does the institution ensure that programs meet or exceed the quality standards developed by industry, the state, or by a relevant third party?

Please provide information below relevant to Section 3: Program Implementation.

**Data Sources Utilized (select all that apply):**

- Institution Level Data  
 Other:

**Stakeholders Consulted (select all that apply):**

- Administrators  
 Postsecondary faculty  
 Career guidance and advisement professionals  
 Representatives of special populations  
 Students

- Data staff
- Other:

**Please identify the name, title, email, and phone number of each Stakeholder consulted:**

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## SECTION 4: PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY

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**Law:** Perkins V Section 134(c)(2)(C)

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

**Guidance:** The law requires the institution to consider how well it is implementing the full scope of programs of study, defined in Perkins V as “a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that--

- a) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- b) addresses both academic and technical knowledge and skills, including employability skills;
- c) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- d) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- e) has multiple entry and exit points that incorporate credentialing; and
- f) culminates in the attainment of a recognized postsecondary credentials.”

**Stakeholders:** All participants required by law, particularly secondary and postsecondary administrators, secondary teachers, postsecondary faculty, and career guidance and advisement professionals.

**Using the Available Data Sources, answer the following questions:**

1. Describe how the institution ensures programs are aligned from K-12 through university transfer.
2. Does the institution’s programs incorporate relevant academic, technical and employability skills at the certificate and associate degree level? Explain why or why not.
3. Does the institution have credit transfer agreements in place to help students earn and articulate credit? Explain why or why not.
4. Are students being retained in the same industry or area of study (first two digits of CIP code) from secondary to postsecondary? Explain why or why not.
5. Are students being retained in the same program of study (all six digits of CIP code) within the postsecondary institution? Explain why or why not.
6. Do students in the programs of study have multiple entry and exit points, such as on-ramps and off-ramps for careers (stackable credentials)? Explain why or why not.
7. Are all occupational programs meeting or exceeding State Expected Levels of Performance for Core Performance Indicator 2P1? Explain why or why not.

**Please provide information below relevant to Section 4: Progress Toward Implementing Programs of Study.**

**Data Sources Utilized (select all that apply):**

- Institution Level Data
- Michigan Community College Network - michigancc.net
- Core Performance Indicator 2P1
- Other:

**Stakeholders Consulted (select all that apply):**

- Secondary and postsecondary administrators
- Secondary teachers
- Postsecondary faculty
- Career guidance and advisement professionals
- Other:

**Please identify the name, title, email, and phone number of each Stakeholder consulted:**

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## SECTION 5: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

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**Law:** Perkins V Section 134(c)(2)(D)

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

**Guidance:** The law requires the institution to assess and develop plans to improve the quality of faculty and staff through recruitment, retention, and professional development, with particular attention paid to diversity in the profession.

**Stakeholders:** All participants required by law, particularly administrators, postsecondary faculty, career guidance and advisement professionals, and representatives of special populations.

Using the Available Data Sources, answer the following questions:

1. How does the institution's demographic makeup of occupational faculty and staff align with the demographic makeup of the student body?
2. What processes are in place to recruit and onboard new occupational faculty and staff? Are these processes efficient and effective, especially for faculty coming from industry?
3. Are all occupational faculty teaching the institution's programs adequately credentialed? If not, what is the institution's plan to address the deficiency?
4. How does the institution offer regular, substantive professional development opportunities for occupational faculty and staff?
5. What are the contributing factors to attracting and retaining qualified faculty to teach in occupational programs?

Please provide information below relevant to Section 5: Recruitment, Retention, and Training of CTE Educators.

**Data Sources Utilized (select all that apply):**

- Institution Level Data  
 Other:

**Stakeholders Consulted (select all that apply):**

- Administrators  
 Postsecondary faculty  
 Career guidance and advisement professionals  
 Representatives of special populations  
 Other:

Please identify the name, title, email, and phone number of each Stakeholder consulted:

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**SECTION 6: PROGRESS TOWARDS IMPROVING EQUITY AND ACCESS**

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**Law:** Perkins Section 134(c)(2)(E)

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

**Guidance:** The law requires the institution to evaluate its progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for all occupational students, including but not limited to special populations. This component can be broken down into three subsections: access, performance, and program delivery.

**Stakeholders:** All participants required by law, particularly administrators, postsecondary faculty, career guidance and advisement professionals, representatives of special populations, and parents and students.

**Using the Available Data Sources, answer the following questions:**

- 1. Which population groups (special populations, gender, race, and ethnicities) are underrepresented in the institutions CTE programs overall, and in particular program areas? Which population groups (special populations, gender, race, and ethnicities) are overrepresented?**
- 2. Are there additional enrollment discrepancies related to high-wage, high-skill occupations?**
- 3. What accommodations, modifications and supportive services does the institution currently provide to ensure the success of special population groups?**
- 4. Based upon the number of students utilizing accommodations, modifications, and supportive services, how many are retained in their program of study?**
- 5. Which accommodations, modifications and supportive services are underutilized? Why?**
- 6. What additional accommodations, modifications and supportive services would help ensure access and equity for all students within the institution's programs?**

**Please provide information below relevant to Section 6: Progress Towards Improving Equity and Access.**

**Data Sources Utilized (select all that apply):**

- Institution Level Data  
 Other:

**Stakeholders Consulted (select all that apply):**

- Administrators  
 Postsecondary faculty  
 Career guidance and advisement professionals

- Representatives of special populations
- Parents and students
- Other:

**Please identify the name, title, email, and phone number of each Stakeholder consulted:**

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## SECTION 7: USING FINDINGS TO DRIVE LOCAL APPLICATIONS

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**Law:** Perkins V Section 134(b)(1) and (2)

(b) Contents.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain— (1) a description of the results of the comprehensive needs assessment conducted under subsection (c); (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including— (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

**Guidance:** To conclude the needs assessment process, the institution will have to merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing these needs, including deciding which programs and activities to prioritize for funding in the four-year Perkins V local application. This prioritization should take into account the six required uses of funds for local recipients in Perkins V, and the nine elements of the local application also required in law. In addition, the state agency has the latitude to determine other requirements for local applications, and the state may have additional directions or templates for presenting needs assessment findings as part of the local application process.

- 1. Which performance indicators is the institution struggling with the most? What strategies can help the institution address those needs?**
- 2. Are there immediate employer needs in the community that the institution can help meet? What about longer-term needs toward which the institution can start building a pipeline?**
- 3. Which elements of the institution’s programs are the strongest? The weakest? Which of the weaker elements could the institution address to have the largest impact on student performance?**
- 4. How can the institution offer more students the opportunity to reap the full benefits of programs of study, including aligned pathways and recognized postsecondary credentials?**
- 5. Which professional development needs are most pressing? What strategies will the institution use to support educators over the next four years to ensure programmatic and performance goals can be met?**
- 6. Which specific subpopulation students (special population categories, genders, races, and/or ethnicities) are struggling the most in the institution’s programs? Are there root causes of these challenges that can be addressed immediately? Which ones need a more comprehensive long-term plan?**

